

UNIVERSITI TEKNOLOGI MARA

**THE EFFECTIVENESS OF MULTIFACTOR
LEADERSHIP OF HEADMASTER
PERCEIVED BY TEACHERS
AND PARENTS**

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Dissertation submitted in partial fulfillment of the requirements
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Candidate's Declaration

I declare that the work in this thesis was carried out in accordance with the regulations of Universiti Teknologi MARA. It is original and is the result of my own work, unless otherwise indicated, cited or acknowledge as referenced work. This topic has not been submitted to any other academic or non-academic institutions for any other degree or qualification.

In the event that my thesis be found to violate the conditions mentioned above, I voluntarily waive the right of conferment of my degree and agree be subjected to the discipline rules and regulations of the Universiti Teknologi MARA.

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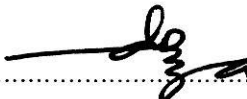
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ABSTRAK

KEBERKESANAN MULTIFAKTOR KEPIMPINAN GURU BESAR

BERDASARKAN PANDANGAN GURU DAN IBU BAPA.

Kajian ini bertujuan untuk mengenalpasti keberkesanan kepimpinan pelbagai faktor (multifactor) gurubesar mengikut pandangan guru dan ibu bapa. Kajian ini menggunakan pendekatan kualitatif iaitu tinjauan soalselidik untuk mendapatkan data. Kajian melibatkan 200 orang sampel terdiri daripada lima buah sekolah rendah dan ibu bapa di kawasan bandaraya Kuching Utara, Sarawak yang sama bekerja dan mengenali gurubesar mereka. Dapatan kajian menunjukkan tidak ada perbezaan yang signifikan di antara persepsi guru lelaki dan guru wanita terhadap keberkesanan kepimpinan guru besar mereka, tetapi mereka sekata mengatakan gurubesar mereka memiliki sifat kepimpinan "motivasi inspirasi" (inspirational motivation) dan "tingkahlaku idaman" (idealized behavior) (Mean = 3.0). Terdapat perbezaan yang signifikan antara guru dan ibu bapa terhadap keberkesanan kepimpinan guru besar dari segi "pertimbangan individu" (individual consideration) ($t = 4.014$; $p < .01$) dan "gaya bersahaja" (laissez-faire) ($t = 2.929$; $p < .05$). Dari segi etnik, orang Melayu bertanggapan "tingkahlaku idaman" (idealized behavior) ($F = 6.086$; $p < .001$) dan "motivasi inspirasi" (inspirational motivation) ($F = 5.168$; $p < .05$) sebagai ciri utama kepimpinan gurubesar yang berkesan, manakala orang Cina bertanggapan "stimulasi intelektual" (intellectual stimulation) ($F = 3.661$; $p < .05$) dan "pertimbangan individu" (individual consideration) ($F = 3.256$; $p < .05$) sebagai ciri utama kepimpinan gurubesar yang berkesan. Kajian juga mendapati bahawa "motivasi inspirasi" (inspirational motivation) mempunyai korelasi signifikan yang paling tinggi dengan "stimulasi intelektual" (intellectual stimulation) ($r = .795$; $p < .01$); "tingkahlaku idaman" (idealized behavior) ($r = .704$; $p < .01$); dan "kepuasan" (satisfaction) ($r = .702$; $p < .01$). Kesemua ciri-ciri kepimpinan ini adalah ciri kepimpinan transformasional. Keberkesanan dan kejayaan sesuatu kepimpinan bukanlah semata-mata kerana kedudukannya, tetapi lebih kepada penguasaan ilmu serta kemahiran peribadi yang boleh diubahsuai menjadikan kepimpinannya berkesan. Kesimpulan, dapatan kajian adalah amat berguna kepada pihak-pihak yang berminat dalam bidang kepimpinan di sekolah khususnya pemimpin sekolah dan beberapa saranan juga dikemukakan untuk pengkaji-pengkaji yang akan datang supaya kita akan lebih memahami keberkesanan pemimpin sekolah.

CHAPTER 1

INTRODUCTION

1.0 Introduction

This section highlights the research background, research problems, research objectives, the framework of the study, research questions, the importance of the study, and define the specific terms used in this study. Moreover, this part also outlines the significance of the study for theories, research methodologies and the practitioners.

1.1 Background of the study

Organizational effectiveness represents the fundamental challenges faced in school administration. According to Mortimore (1995) an effective school refers to a school that adds extra value to its students' outcome such as academic achievement and test result in comparison with other schools serving similar intakes. Higher students' outcome depends on various external and internal factors. It has been argued that school effects concludes school outcome (Edmonds, 1979; Purkey & Smith, 1983). Even though there are various internal and external factors that contribute to school effectiveness. The main factors identified are; the quality of teachers, teachers' contribution and fulfillment, school leadership and contribution, an academic achievement culture, the school administration relationship and high parental participation (Zigarelli, 1996).